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ABSTRACT

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Technical Assistance Bulletin 29

The Open Road Student Involvement Project

Summary

Twelve junior and senior high schools in California and ten in New York City are working to mitigate violence and vandalism in their schools, reduce high drop-out and absentee rates by addressing a problem central to these issues - student alienation. Through the Open Road Student Involvement Project, natural student leaders form a volunteer base of concerned students. They receive instruction in leadership skills, conflict negotiation, and communication skills. The goal is to involve students - particularly those uninvolved before - in real decision making about school policies.

The Problem

A major factor in student alienation and its companion problems is the schools' failure to provide an opportunity for students to become involved in the decisions that affect their lives. While a few students may serve on student councils, their level of influence is often superficial and viewed by other students as mere rubberstamp approval of administrative decisions. On the other hand, some students lack the skills they need to participate meaningfully in shaping their school environment. When students are unable to participate in a real and meaningful way, they are more likely to protest or create trouble in an effort to be noticed.

The Solution

In 1976, the Open Road Student Involvement Project began operating in junior and senior high schools in a number of cities in California. This project was developed to remedy a problem critical to the issue of school violence and vandalism - student alienation. The goal of the Open Road Project is to involve and train students in real decision making regarding school policies and operations. Objectives of the project include an improvement in the schools' learning environment and a reduction of tensions, violence and vandalism.

Recruitment of Natural Leaders

A key element of the project is its involvement of "natural" student leaders. Essentially these are students who are regarded as opinion makers by their peers, rather than such traditional leaders as student body officers or honor students. They are often students who are not usually involved in school activities because of low grades or discipline problems. Attachment #1, "Natural Leaders," and #2, "Recommendations for Membership in the Concerned Students Organization" spell out this concept in more detail.

The Concerned Students Organization

Once the natural student leaders are identified, they are brought together in a group called the Concerned Student Organization (CSO). The task of the CSO is to identify and address issues which they believe contribute to tension and alienation in school. For example, students are quick to point out when rules are imposed on them and they do not participate in their development, antagonism and rule-breaking behavior often follows.

To facilitate the CSO in tackling these problems, a Leadership Training Class is available to provide the skills needed to become successful problem-solvers and

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decision-makers. For example, students learn how school decisions are made, what the school board does, what the laws are that govern student rights and responsibilities, how to develop a workplan, how to use time to accomplish goals, how to survey students' opinions, and ways to get approval for their ideas. The leadership training class is further explained in Attachment #3, "Leadership Training Class - Course Description" and "Concerned Student Organizaton - Mission Statement."

Levels of Student Involvement

Open Road has identified three levels of student involvement in the project. At the first level of involvement the CSO establishes the organization by building its credibility and acceptance. This is accomplished, in part, by recruiting a large body of students committed to creating a positive climate for learning.

At the second level of involvement, CSO members select projects to undertake based upon the unique concerns of individual schools. The students identify strategies, develop constructive recommendations, meet with the administration to explore feasibility, and determine how students can participate in implementing these recommendations. In this state of involvement, Concerned Students work on such matters as student codes of rights and responsibilities, upgrading student councils, examining food services in school cafeterias, and initiating peer tutoring programs.

Also at this level, Resource/Support Groups are established to reinforce the work of CSOs. These groups are composed of the school principal or a personal representative, interested faculty, alumni, parents, community members and students.

At the third level of involvement, students become involved in critical decision making which affects the operation of the school and the quality of education services. Some examples of substantive issues that students have addressed are: curriculum development, library and textbook selection, guidance and counseling, grievance procedures, and student participation on faculty and other school committees.

Roles and Responsibilities

The Principal

The principal is a key figure in the success of the program. An attitude of openness, enthusiasm, and commitment on the part of the principal not only assures that students will play a significant role in the decision making process of the school but also sets a tone that encourages the support of the rest of the administration and the faculty.

The principal is responsible for selecting the teacher/sponsor, officially recognizing the concerned students organization, incorporating the leadership training class into the school's instructional program, communicating regularly and directly with the teacher/sponsor, and promoting the student involvement program and decision making opportunities for students.

The Superintendent

The principal should inform the school board and superintendent of the goals and procedures of the program. The superintendent should be encouraged to visit both the leadership training class and CSO meetings and should be consulted on all matters affecting district policy.

The Teacher/Sponsor

The role of the teacher/sponsor is to identify natural student leaders and help these students develop and implement projects that affect school policy and make the school more responsive to students' needs.

The teacher/sponsor establishes the CSO and teaches the leadership training class attended by selected students of the CSO. Course topics include leadership, conflict negotiation, problem identification, and communication. The teacher/sponsor also helps members of the leadership training class communicate more effectively with the CSO, the rest of the students, faculty, and administration. The resource support group is organized by the teacher/ sponsor to work closely with the principal and CSO to implement projects identified by the CSO. Finally, the teacher/sponsor establishes a structure and tradition to assure the continuation of the CSO in the school.

The teacher/sponsor should have negotiation training and skills in problem-solving, deci-

sionmaking, and group dynamics. He or she must be familiar with the school's organizational and political structure, have credibility with both students and staff, and be able to communicate well and work cooperatively with others. The teacher/sponsor should be willing to take risks, be open to new experiences, and be concerned about the rights and opinions of others.

Results

To date there are over 1,000 concerned students in 22 participating schools. They have addressed real school problems and participated in substantive decisionmaking. Though a formal evaluation of the Project's success is not complete, principals at participating schools have reported a reduction in tension levels, about 50% less conflict and vandalism, increased pride in the school, and improved school climate. Here are some examples of what the students have done:

- Participated with principals in weekly meetings on school policies
- Assisted in screening and interviewing prospective teachers and principals
- Established communication networks to control rumors and disseminate vital information
- Designed murals to deter graffiti
- Conducted community outreach programs to encourage citizens to work with students against violence
- Initiated a peer counseling program
- Written and revised grievance procedures and behavior codes
- Worked with security guards to improve relations between students and officers
- Testified at legislative hearings
- Organized press conferences to show the media how student involvement works
- Reactivated a school newspaper after a nine year lapse
- Established an alert group to reduce harassment and intimidation
- Instituted a Neighborhood Watch by interviewing residents adjacent to schools to discuss methods of reducing vandalism.

Beyond the initial positive results accumulating from the Open Road Project, the concept of student involvement and its subsequent impact on violence and vandalism is becoming well documented in the literature. For example, the NIE Safe School Study provided clear data that student violence is higher in schools where students feel they can't influence what will happen. Other studies, such as a survey of 14 schools conducted by Johns Hopkins University, report less truancy, less property damage, and greater student satisfaction when youth participate in developing school policies.

Replication Issues

The Open Road Student Involvement idea has been implemented in both intermediate and senior high schools. Those who have worked in the project maintain that the following components are necessary for the project to succeed:

1. The Principal - It is essential that the principal convey an attitude of openness, enthusiasm and commitment. Only then will students be able to play a significant role in decisionmaking. Only then can the support of other administrators and faculty be assured.
2. Leadership Training - A teacher must be identified who can train and organize students for effective participation. The teacher/sponsor should be given a teaching period for the Leadership Training Class and a released period to coordinate the projects of the Concerned Student Organization.
3. Credibility - The Concerned Student Organization should be recognized as an official organization on campus, complete with a constitution and by-laws prepared by students.

4. Academic Credit for Participation - The Leadership Training Class should become approved as a part of the school's instructional program, and course credit should be granted for the class.

5. Opportunity to Implement Strategies - As issues and strategies for school improvement are identified by the Concerned Students and approved by the principal, there must be a willingness by the principal and administration to allow students to implement their recommendations. Students need real opportunities to test their abilities and perceptions. Without real opportunity, the project will be a mere exercise divorced from the critical element -- first-hand experience in problem-solving and decision-making.

For further details on initiating a Student Involvement Project, see Attachment #4, "The Student Involvement Project: Getting Started." For more information on the CSO and Leadership Training Class, see Attachment #5, "Organizing a Concerned Student Organization and Leadership Training Class."

Required Resources

To implement this program the major costs will be for the release time the teacher/sponsor will need for his or her preparation and involvement and monitoring of the program. In addition, the teacher/sponsor should have an office with a phone and needed supplies. The Citizens Policy Center, which sponsors the Open Road program, makes available a "Student Involvement Project Manual" describing the model program and implementation.

Reference

Citizens Policy Center, Inc., Student Involvement Project Manual, Santa Barbara, California, 1979.

Contact

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Attachments

1. Natural Leaders
2. Recommendation for Membership in the Concerned Students Organization
3. Leadership Training Class - Course Description and Concerned Student Organization - Mission Statement
4. The Student Involvement Project: Getting Started
5. Organizing a Concerned Student Organization and Leadership Training Class

NATURAL LEADERS

The first responsibility of the teacher-sponsor will be to identify and involve natural student leaders in the Concerned Students Organization (CSO) and the Leadership Training Class (LTC). These two vehicles, working together, are meant to provide the arena for refining and utilizing the natural leadership abilities inherent in our young people.

> *"I don't know what a natural leader is. All I know is: Wherever I go, I leave a trace..."*
>
> *--Concerned Student*
> *Santa Barbara High School*

Most commonly, when the term "student leader" is heard, the first thoughts are of student council representatives or honor students. However, there are other, less traditional leaders in our schools who have the capacity to influence the behavior and opinions of those students who, for whatever reasons, have been excluded from traditional participation in campus life.

The purpose of student involvement is to utilize students as a resource to improve the school. This means all students -- not only those who have been fortunate enough to excel according to standard criteria, but those whose grade point average or lack of experience has kept them, thus far, out of the spotlight of success. It is important to adopt new, more expansive criteria that will allow for the inclusion of all kinds of students in school improvement efforts.

The major concern of the teacher-sponsor should be to select a group which is broadly representative of the population on the campus. The more diverse the group, the better the chances that its concerns will reflect the needs and interests of the entire student body.

The criteria for identification of natural leaders are meant to serve as a guide. It may appear, from these criteria, that anyone can be a natural leader. This is, in fact, true. The term "natural leader" is purposely broad to allow for subjective interpretation. A student who is a leader to one person may be a rabble-rouser or underachiever to another. Regardless of past behavior, however, the questions the teacher-sponsor must pose to the prospective Concerned Student are simply these: Do you have concerns about the way the school operates? Would you like to join with other students in doing something about those concerns? If the answer to both questions is a sincere "yes", then this individual is a likely candidate for the CSO.

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TAKE ME TO YOUR LEADER(S)

In prior efforts to find natural student leaders, the collaborative approach has proved to be most successful. Within your school are many individuals who have daily contact with students (i.e. counselors, teachers, administrative staff, classified staff). These individuals can be extremely helpful in your efforts to pinpoint those students who are pontential candidates for the CSO. The recommendation form (see below) constructed as a memorandum provides some direction to those who are willing to help you.

In addition, you may want to make presentations at faculty meetings PTA or other parent group meetings to explain the purpose of the Concerned Students and engender support. Better still, involve students in such presentations. The school newspaper or daily bulletin are other vehicles which might be used to explain your recruitment efforts.

IMPORTANT CONSIDERATIONS

1. The Younger, The Better. An ideal group of natural leaders will have representatives from all grade levels. If you have an outreach program to feeder schools or are in touch with counselors and teachers at those schools, they may be able to help you to involve incoming freshmen. The obvious advantage to focusing on younger students is that of time. During the years they attend your school, these young people will be able to learn the skills of leadership and utilize those skills continuously, gaining expertise all the while.

2. How Much Is Enough? In the initial stages, it is wise to allow as many students into the CSO as would like to join. Based upon our experience, you can't have too many concerned students. There is a natural attrition rate in organizations of any kind and since much of the work undertaken by the CSO will be accomplished by committees, you need not worry about having too large a group.

3. Johnny Come Lately. As projects are identified, there will be students who wish to become part of the CSO on an as-needed or ad-hoc basis. These students, though they may be unable or unwilling to remain a part of the permanent core group of Concerned Students, should be encouraged to participate as they see fit. There will be enough work to do to accommodate the desires of any individuals who wish to help.

4. LTC Recruitment. Since the LTC provides guidance to the CSO, it will be important early on to identify students who are interested in and can benefit from the in-depth training provided by the LTC. Remember that all LTC students are, by definition, Concerned Students. The CSO is the larger body from which the LTC students are drawn.

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5. Build Your Support Base. Once you have talked with recommended students and secured membership in the CSO, it is suggested that you and the students make contact with those individuals who helped you to identify natural leaders. By letting them know what came of their recommendations and thanking them for their assistance, you are setting a tone that will encourage support and participation in future efforts.

MEMORANDUM

TO: *(Name of teachers, counselors, administrative and classified staff)*

FR: *(Name of teacher-sponsor)*

RE: Recommendation for Membership in the Concerned Students Organization of *(name of school)*.

DATE:

We need your help in selecting members for the Concerned Students Organization (CSO) of *(name of school)*.

The CSO was organized with one main purpose in mind:

> "To provide an opportunity for students to make a significant contribution to *(name of school)* through their involvement with other members of the school community in improving the learning environment."

Critical to the success of the CSO is the identification and involvement of natural student leaders. This term applies to those students who are identified as "opinion-makers" by their peers. This not only includes the high academic and extra-curricular achievers, but also those who, because of their grade point average and/or lack of participation, may go unnoticed. You may have observed, in the classroom, on the campus or in the community, students who have some of the characteristics listed on the attached sheet.

Based upon your recommendations and the student's interest in being part of this group, his/her natural leadership ability will be utilized through the work of the Concerned Students.

Please contact me if you have any questions.

Thank you for your assistance.

NATURAL LEADERS

DEFINITION: Student with potential to lead as evidenced by possession of <u>any</u> of the following characteristics:

1. Influences behavior and opinion of peers.
2. Asks the right questions to get needed information.
3. Assesses available facts before taking action (critical thinking).
4. Ability to express thoughts clearly and confidently.
5. Accepts differing opinions and makes constructive use of them.
6. Thinks in terms of the good of the entire school and community (i.e., perspective toward social change).
7. Can act independently with personal integrity.
8. Ability and interest in working with different groups of people.
9. Highly motivated, well-informed, relatively mature.

NAME OF STUDENT	GRADE	HOMEROOM
1.		
2.		
3.		
4.		
5.		

Please return to the box of *Teacher-Sponsor* by *Date*.
Thank you.

LEADERSHIP TRAINING CLASS UNITS

1. OVERVIEW OF STUDENT INVOLVEMENT PROJECT/LEADERSHIP TRAINING CLASS

To outline the purpose and content of the LTC and its relationship with the CSO and student government; to identify the responsibilities of leadership; to examine the causes of and alternatives to school violence and vandalism; to explore the benefits/obstacles of student involvement; to stimulate student interest in the process of affecting change.

2. HOW A SCHOOL DISTRICT FUNCTIONS

To acquaint students with the responsibilities and motivation of all factions of the school community (i.e. principal, faculty, students, parents, counselors, staff, community, district employees, School Board); to familiarize students with the decision-making structure of the school system; to provide an overview of the school operation and power dynamics.

3. TECHNIQUES FOR WORKING WITH OTHERS

To help students to understand and accept diversity; to enable students to see how values are developed; to encourage mutual respect among members of the class; to foster students' self-awareness; to teach students how to form a vital network among all factions of the school community; to impart research skills that will insure students' abilities to gather information and resource materials they may need.

4. RELEVANT LAWS FOR YOUTH/STUDENTS

To help students to understand why laws are necessary; to foster awareness of the rights and responsibilities of citizenship; to familiarize students with the laws that affect them; to make students aware of the process of legislation and affecting policy; to teacher students how they can keep up with changing laws.

5. ORGANIZING FOR PROBLEM-SOLVING AND DECISION-MAKING

To draw upon real circumstances and experiences in order to teach students to utilize the skills necessary to becoming well-informed problem solvers, capable of meaningful involvement in school decision-making. Emphasis on committee work will familiarize students with small group dynamics, encourage them to work collaboratively as part of a mutually supportive team, and teach students to share accountability and utilize each other's skills in order to get things done.

A. CONDUCTING A NEEDS ASSESSMENT

To provide skills that foster students' investigative abilitites; to examine and attempt various methods of assessing needs within the school; to familiarize students with the concern of other groups on campus; to teach students how to collect and interpret data.

B. IDENTIFYING AND PRIORITIZING PROBLEM AREAS

To offer students an arena in which they can freely discuss their own concerns about the school; to facilitate the class' thorough understanding and acknowledgement of problems identified by others within the school; to teach students to prioritize problems so that they can be addressed in order of importance; to develop student abilitites to identify policy-related issues.

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5. ORGANIZING FOR PROBLEM SOLVING (continued)

C. DEVELOPING STRATEGIES TO ADDRESS PROBLEMS

To develop students' abilities to discover solutions to problems they face; to focus students' attention on the kinds of change they want to affect; to encourage students to consider and evaluate strategies before implementing them; to familiarize students with collaborative problem-solving and decision-making techniques.

D. PLANNING, WORK PLANS AND TIME MANAGEMENT

To help students to develop realistic planning skills; to enable students to develop a comprehensive plan which will guide their work; to force students to consider the steps involved in the strategies they develop; to teach students to anticipate obstacles before confronting them; to familiarize students with time management techniques.

E. NEGOTIATIONS/SECURING APPROVAL AND SUPPORT

To equip students with the skills they will need to deal effectively with adults; to develop student abilities to manage conflict and frustration; to show students how to utilize resources for support.

F. EVALUATING PROGRESS/MAKING ADJUSTMENTS

To develop students' abilities to think critically; to help students to adapt their plans according to circumstances they encounter; to teach students how to establish mechanisms that can serve as criteria for success; to provide an atmosphere for students to reflect upon the future implications of their work during the course of the LTC.

THE STUDENT INVOLVEMENT PROJECT

GETTING STARTED

The first step toward getting started is the selection of a certificated person who will be given released time to serve as teacher of the Leadership Training Class and sponsor of the Concerned Students Organization. Once identified, that person assumes the following responsibilities:

1. With the help of teachers, counselors, administrators, parents, students, etc. identify natural student leaders. (See "Natural Leaders" page ___ for procedure.)

2. To enhance recruitment efforts and engender support for your work, make presentations in homerooms, faculty meetings, PTA meetings and/or administrative cabinet meetings explaining the Concerned Students Organization and the Leadership Training Class. As much as possible, involve students in preparing and delivering such presentations.

3. Once natural student leaders have been identified, interview them with the help of other students to determine their interest in being part of the Concerned Students. Attempt to develop a solid core of students who are willing to make a commitment to the goals of the Concerned Student Organization. During the interview phase, seek out students who would benefit from the Leadership Training Class. Let those students know about the class and what they should do in order to register.

4. Arrange for the Leadership Training Class to become a part of the school curriculum. Normally it is taught as an elective within the Social Studies department. Prepare a descriptive statement about the class to appear in the Student Handbook for your school. (Refer to _____ for example.)

5. Determine when other organizations on campus hold their meetings. Based upon your findings, establish a weekly meeting schedule for the Concerned Students that will not conflict with other meetings. Make your first meeting known through whatever means are available (e.g. daily bulletin, school newspaper, notices on bulletin boards, etc.). Invite your identified natural leaders as well as anyone else who wishes to attend.

6. Find a suitable room large enough to hold 75 students. Preferably, the room should be available for use as the regular meeting room of the Concerned Students.

7. In conjunction with students, develop an agenda for the first meeting which will familiarize students with the purpose of the Concerned Students Organization, explain the relationship between the Concerned Students and the Leadership Training Class, and stimulate dialogue about and interest in the issues facing your school.

8. Arrange for the Concerned Students Organization's official recognition as an on-campus service organization. (See _____ for procedure.) Prepare a descriptive statement about the Concerned Students Organization for inclusion in the Student Handbook. (Refer to _____ for example.)

ORGANIZING A CONCERNED STUDENT ORGANIZATION AND LEADERSHIP TRAINING CLASS

The Concerned Student Organization (CSO) is the heart of any Student Involvement Project. It is from the CSO that Leadership Training Class (LTC) students are drawn and ultimately, it is the responsibility of the whole CSO* to develop, approve, implement and evaluate projects which address the concerns of the larger student body.

Guiding Principles

1. The CSO should be composed of natural student leaders who are representative of the population on campus (age, ethnic composition, etc.). If this is accomplished, CSO concerns will reflect the needs and interests of the entire student body.
2. The CSO is an issue-oriented group (not a social club) committed to constructive action toward affecting school policy.
3. The issues which the CSO addresses should come from the students themselves. The role of the teacher/sponsor is to facilitate student work and help students to understand how their concerns reflect policy-related issues.
4. All students who enroll in the LTC should be Concerned Students. The class is designed in such a way that the LTC students provide leadership to the CSO. Therefore, the LTC students must be an integral part of the CSO sharing the concerns of the larger group.

The Functions of the CSO/LTC

	①	②	③	④	⑤	⑥
	GENERATE AND PRIORITIZE ISSUES	DEVELOP AND APPROVE STRATEGY	DEVELOP WORK PLANS TO IMPLEMENT STRATEGY	EVALUATE WORK PLAN	IMPLEMENT WORK PLAN	EVALUATE AND MODIFY EFFORTS
CONCERNED STUDENT ORGANIZATION	△	△	△		△	△	△
LEADERSHIP TRAINING CLASS	△	△	△	△	△	△	△

As noted above, the CSO (which includes the LTC):

1. Generates and Prioritizes Issues

Each student enters the CSO with a unique perspective based upon his/her own experience in the school system. A brainstorming process (see _____) or student survey (see _____) will help to focus upon those concerns which are the most pressing in the minds of students. As CSO members have the opportunity to articulate their own opinions and hear the concerns of others, issues will become apparent, thus providing a starting point for the work of the CSO and LTC.

*The term CSO is meant to include LTC students in all cases.

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2. Develops and Approves Strategy

With any issue, there are several ways of proceeding toward resolution. The Concerned Students and the Leadership Training Class, working together, are responsible for choosing the direction for their efforts. In the LTC, students will learn skills and criteria for developing an effective strategy. Once developed, it is the perogative of the whole CSO to grant approval for the direction chosen.

3. Develops Work Plan to Implement Strategy

Once a direction is clear, the LTC assumes responsibility for preparing a work plan which outlines the necessary steps for implementation, the people responsible, a timeline, listing of resources, evaluation mechanisms and a projection of obstacles which may present themselves with strategies that could address those obstacles.

4. Endorses Work Plan

The work plan prepared by the LTC is brought back to the large group of Concerned Students for their approval. Since the CSO will have overriding responsibility for the implmentation of the plan, it is essential that they understand and agree with its content. Once the plan has been revised to the satisfaction of the CSO, assignments can be made and work may begin.

5. Implements Work Plan

The work plan will serve as a guideline as students go about their business of implementing their strategy. LTC students will be trained to work effectively with committees and will be able to provide leadership as the plan is being carried out. It is important to make sure that everyone is reporting on their progress and keeping the large group aware of any problems in the work plan. If other students who are not members of the CSO care to join in the work of implementation, they should be encouraged to do so and should be clearly accountable to the CSO.

6. Evaluates and Modifies Efforts

Evaluation and modification of the work plan should be the joint responsibility of the implementors. It is impossible to construct a plan which works perfectly 100% of the time, therefore, continual evaluation and modification should occur during the course of implementation. Once the project is completed, the CSO should evaluate its impact, the process used, and determine how the plan could have been improved and what the next steps should be.

Gaining Recognition for the CSO as an On-Campus Organization

In order to become an officially recognized campus organization, the CSO must prepare a constitution and by-laws which are then submitted to the individual in charge of on-campus clubs and organizations. Gaining recognition as an on-campus organization will do much to enhance the CSO's credibility among other members of the school community and will help to build a tradition of student involvement in your school. See Appendix _____ for sample constitution and by-laws.

/continued...

Securing Course Credit for the Leadership Training Class

Typically, the LTC is offered an an elective course in the Social Studies Department. Approval of the department chairperson and principal will be necessary if the course is to become a regular part of the school curriculum. Prepare a course description of the LTC for submission to the Student Handbook in line with the sample description found in Appendix _____. When securing course credit, it will be important to explain the necessity of LTC students being members of the CSO. Without this essential link between training and action, the goals of student involvement will be jeopardized.

Institutionalizing the Student Involvement Process

The primary purpose of the CSO is to build a tradition of student involvement in school problem-solving and decision-making. This is what is meant when we talk about "institutionalizing". Over time, the CSO has the potential to become a meaningful and vital part of any school -- respected for its dedication to substantive work toward the improvement of the school learning environment. The following are some ways in which the CSO can insure institutionalization:

1. Seek and maintain the support of other members of the school community. This includes students, parents, teachers, administrators, counselors, community people, and any other individuals who have an interest in the well-being of the school. The formation of a standing Resource Support Group (see _____) will help you to accomplish this kind of support.

2. Continually recruit new students to become part of the CSO. Eventually students graduate. Efforts to constantly include new students in the work of the CSO will make it possible for the organization to maintain its momentum and will keep the group from having to go back to Step One each year.

3. Develop a reputation for integrity and hard work. The training provided to the LTC students and the resulting accomplishments of the CSO should have a measurable, visible impact on the quality of life and learning on your campus. Do what you can to insure that your organization's efforts are well-understood by the school community.

4. Remember that a good organization has several ingredients:
   A. It has a representative group of active people.
   B. It knows what it wants or expects to accomplish.
   C. It knows how to get facts.
   D. It follows up on its work.
   E. It has alternative courses of action, in case one approach doesn't work.
   F. It has discipline as a group.
   G. It knows who to approach and what to tell them.
   H. It doesn't give up easily.
   I. It is not dominated by one person or sub-group.
   J. It has good communication among its members. The leaders can get the word out quickly and the members can effectively express their ideas and wishes to the leaders.
   K. It knows how to negotiate (give and take in good faith).
   L. Its members are willing to devote time and energy to the efforts.
   M. It gets results. This means that it sets out to do things that are possible, learning from failures and building success upon success.